

Office of Title I Academic Support
Indiana Districts in Improvement
Year 1 Workshop

March 18, 2009

With assistance from
Great Lakes East Comprehensive Center



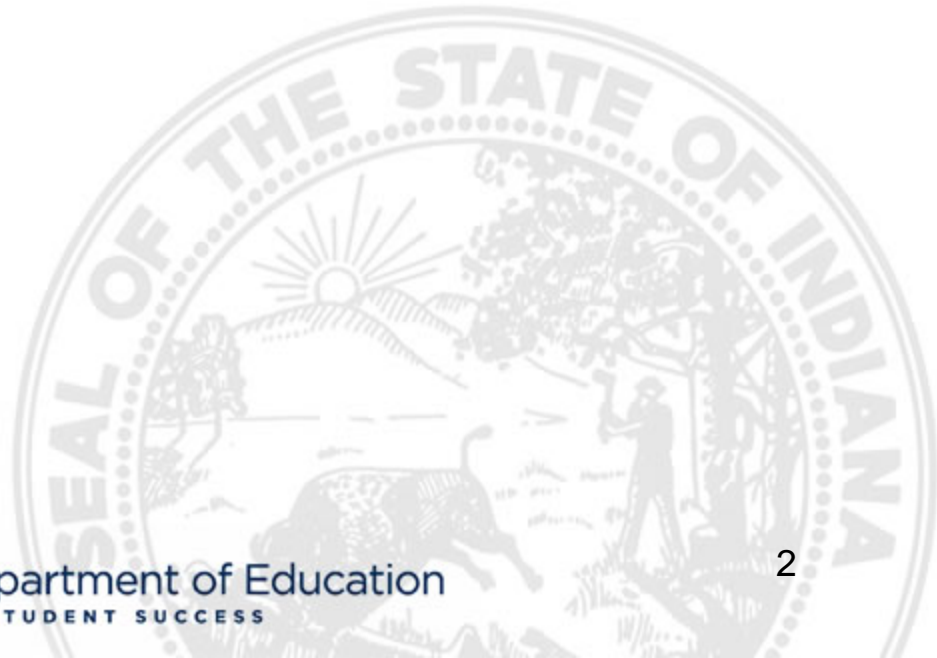
Indiana Department of Education
SUPPORTING STUDENT SUCCESS

➤ **Lee Ann Kwiatkowski**

Director, Office of Differentiated
Learning, Indiana Department of
Education



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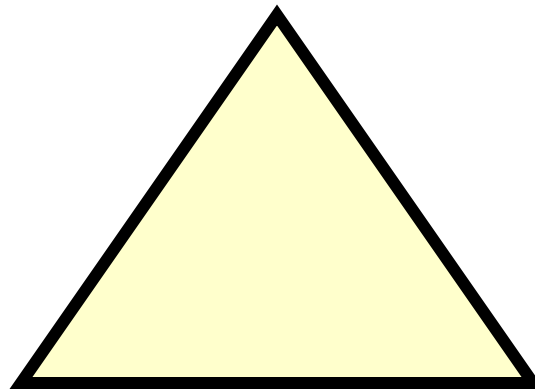
Purpose of the Day

- To increase your understanding of the requirements of Year 1 District Improvement.
- To receive assistance and support to improve student learning.



Our Process to Support Districts

A solid research base of districts
like yours – **What works**



A workbook to support
district planning for
supporting its schools

Skilled facilitators with
knowledge of school and
district improvement



The Day's Focus

9:00

Section I: NCLB – What does it say about district improvement?

10:20

Section II: The Research: High-Poverty *but* High-performing districts

11:00

Section III: Knowing Our Students

1:00

Section IV: Our Curriculum, Instruction and Assessments

1:50

Section V: Developing an Improvement/Action



NCLB – A Brief History

- ✓ Elementary and Secondary Education Act (ESEA) – 1965 President Johnson
- ✓ ESEA, 1970 – Comparable Funding
- ✓ ESEA 1978 – Schoolwide
- ✓ ESEA 1981 – Block Grants
- ✓ ESEA 1994 – Improving America's Schools Act



ESEA 2002: NCLB

- Consists of four pillars:
 1. Accountability for results
 2. Doing what works based on scientific research
 3. Expanded parental options
 4. Expanded local control and flexibility



Indiana's LEA Improvement Terms

Safe Harbor

- To reduce number of students not meeting performance targets by 10 percent and meet attendance/graduation rate targets within one or more grade spans.
- And when attendance/graduation rate targets are met within one or more grade spans.

Confidence Interval

- The performance target for each group of students at a school.
- For greater statistical accuracy, the confidence interval will fluctuate depending on the number of students in each group.



LEA Improvement Terms

Participation

- At least 95% of students in each student group must participate in assessment to make AYP.

Content Exclusion

- Improvement status does not go deeper when different content areas (English/Language Arts and Mathematics) miss AYP from one year to the next.



Not Making Annual Yearly Progress - “AYP”

1. By not meeting one or more *student performance* targets (or Safe Harbor) in all three grade spans *OR*
2. By not meeting 95 percent *participation* for student groups in all three grade spans with 40 or more students *OR*
3. By not meeting *attendance* rate targets at all three grade spans.



Determining Student Groups Not Meeting AYP

Student Groups	Elementary	Middle	High
Overall	E/LA Math	E/LA Math	E/LA Math
Black	E/LA Math	E/LA Math	E/LA Math
Hispanic	E/LA Math	E/LA Math	E/LA Math
White	E/LA Math	E/LA Math	E/LA Math
Free Lunch	E/LA Math	E/LA Math	E/LA Math
Limited English	E/LA Math	E/LA Math	E/LA Math
Special Education	E/LA Math	E/LA Math	E/LA Math





	Pupils	English	English	Math	Math	Other Indicator		Safe Harbor			95% Part.	
			Conf Int		Conf Int	'04	'05	Engl	Math	Other	Lang	Math
8800 XYZ School Corporation *												
Overall, Elementary	2217	71.8	63.4	71.1	61.9							
Overall, Middle School	2177	66.7	63.3	69.7	61.9							
Overall, High School	1382	62.0 *	62.7	64.1	61.3	93.59	93.53 *	N		N		
Black, Elementary	250	58.0 *	58.7	52.2 *	57.2			N	N	Y		
Black, Middle School	292	49.0 *	59.2	47.9 *	57.8			Y	N	Y		
Black, High School	161	43.5 *	57.0	38.2 *	55.5	93.86	93.08	Y	Y	N		
Hispanic, Elementary	78	41.0 *	53.2	47.4 *	51.7			N	N	Y		
Hispanic, Middle School	92	42.4 *	54.2	50.5 *	52.7			N	Y	Y		
Hispanic, High School	43	32.6 *	48.8	45.2 *	47.3			N	N	Y		
White, Elementary	1744	75.1	63.1	75.1	61.6							
White, Middle School	1668	71.4	63.0	75.0	61.6							
White, High School	1099	65.9	62.4	68.8	60.9							
Free Lunch, Elementary	951	61.2 *	62.1	62.6	60.7			Y		Y		
Free Lunch, Middle School	907	53.4 *	62.0	55.9 *	60.6		94.17	Y	Y	N		
Free Lunch, High School	475	47.4 *	60.6	49.8 *	59.2		91.65	N	Y	N	94.0%*	
Limited Eng, Elementary	39	12.8 *	48.0	28.2 *	46.4			N	N	Y		
Limited Eng, Middle School	36	16.7 *	47.3	27.8 *	45.7			N	N	Y	< 40 Enr	
Limited Eng, High School	31	12.9 *	45.8	22.6 *	44.2			Y	N	Y	< 40 Enr	
Special Ed, Elementary	365	37.5 *	59.9	46.2 *	58.5			N	N	Y		
Special Ed, Middle School	334	26.9 *	59.6	34.4 *	58.2			N	N	Y		
Special Ed, High School	244	18.9 *	58.6	26.0 *	57.2		91.55	N	Y	N	93.6%*	93.6%*
AYP History: 2002=N, 2003=N, 2004=N												
Title 1 AYP History: 2002=Y, 2003=N, 2004=N, Title 1 Corporation Improvement=Year 1												



Activity #1: Did Our District Make AYP?

- Workbook, page 3
- 10 minutes
- Student groups not meeting AYP
- District's Focused and Comprehensive schools

*These students, teachers, and schools ARE
the focus of all you do!*

Activity #2: What does NCLB require if a district does not make AYP?

- Workbook, pages 4-5
- 30 minutes



LEA Improvement Status

Years 1 and 2: “LEA Improvement”

- Year 1 = two years of not making AYP
- Year 2 = three years of not making AYP

Years 3 and beyond: “LEA Corrective Action”

- Year 3 = four years of not making AYP



Requirements of Districts in Improvement and Corrective Action

District Responsibilities	Year 1	Year 2	Year 3	Year 4, beyond
LEA Improvement/ Action Plan	✓ Develop new plan	✓ Review last yr's	✓ Revise (student groups)	✓ Review w/curr.
10% Title I funds for professional development (C-I-A)	✓	✓	✓	✓
Notify parents and public	✓	✓	✓	✓
Map and align E/LA curriculum – develop plan			✓	✓

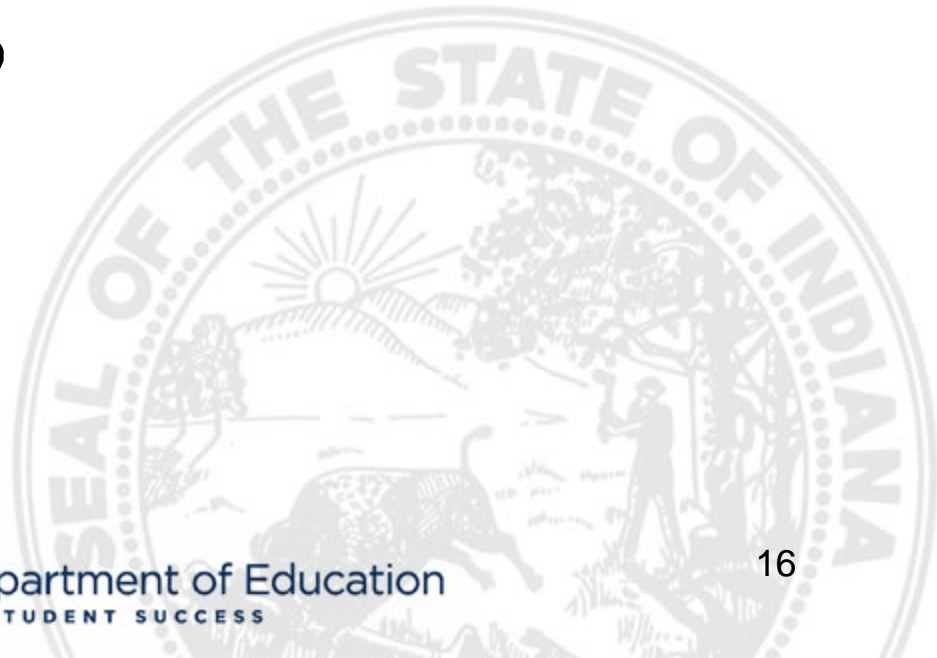


BREAK!

10 minutes



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Section I: NCLB and Districts in Improvement

High-performing Districts – What is it that they do?

- *Workbook: Section II*
“Becoming a High-Performing District,”
pages 7-16



High-Poverty, High Performing Districts

“Thirty-five years of research provides remarkably clear guidance as to *the steps schools and districts can take* to be highly effective in enhancing student achievement.”

Marzano, R. (2003) “What Works in Schools: Translating Research into Action” Alexandria, VA: Association for Supervision and Curriculum Development



Vision, Mission, Goals

Leadership

***Data and Formative
Assessment***

Curriculum

**Student
Learning**

Instruction

**Professional
Development**

**Parents, Family,
Community**

Cultural Competency



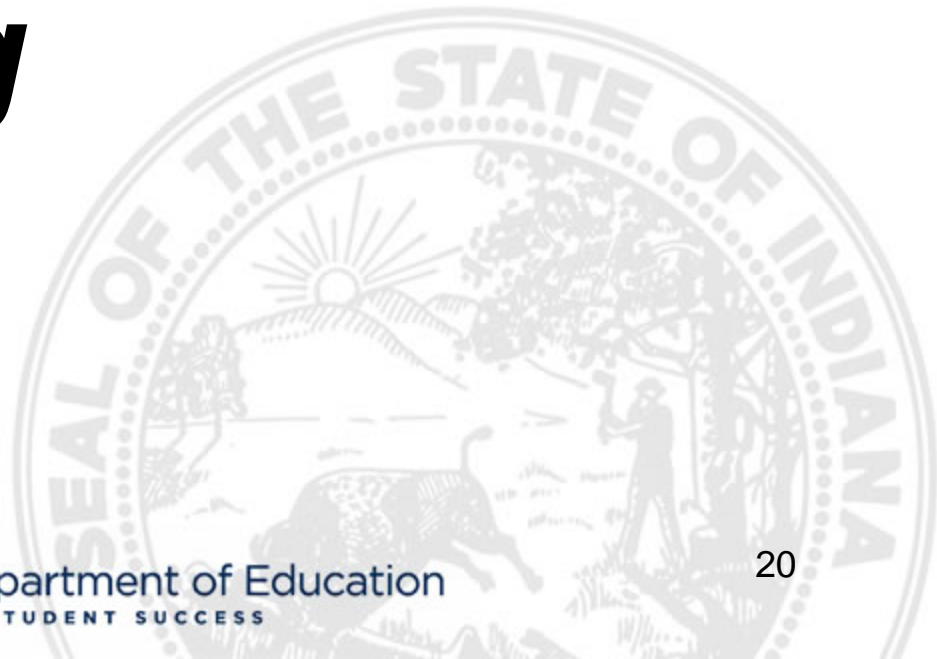
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The Focus

Student Learning



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Data & Formative Assessments

- **Student Data**
 - Demographics; Standardized tests; Chapter and End-of-Semester tests
 - *Purpose:* Provide general patterns and trends of learning for student groups
- **Formative Assessments**
 - Daily and weekly assessments
 - *Purpose:* for teachers to change their instruction based on student learning



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Instruction

- Engaging to students
- Cognitively demanding
- Differentiated



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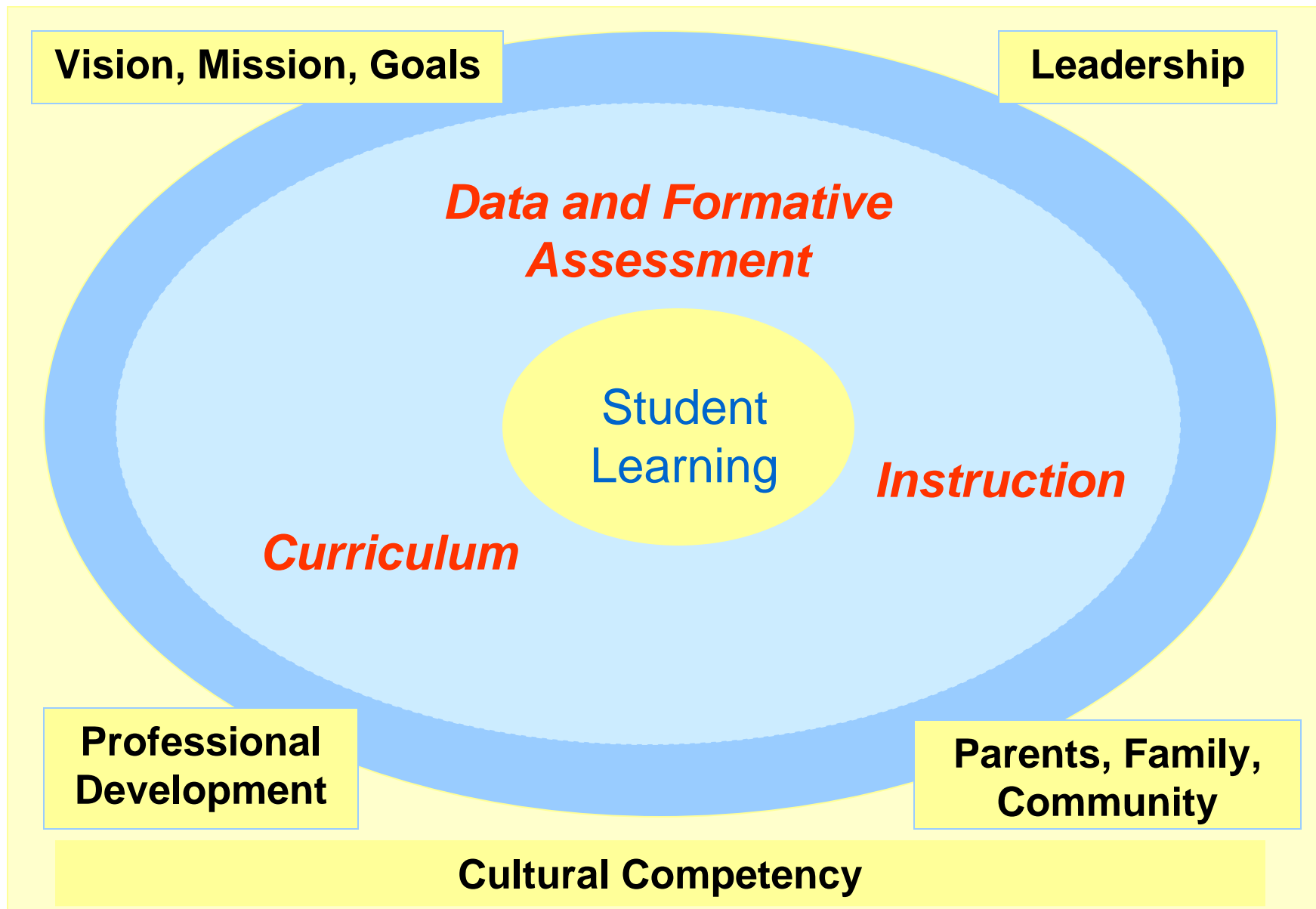


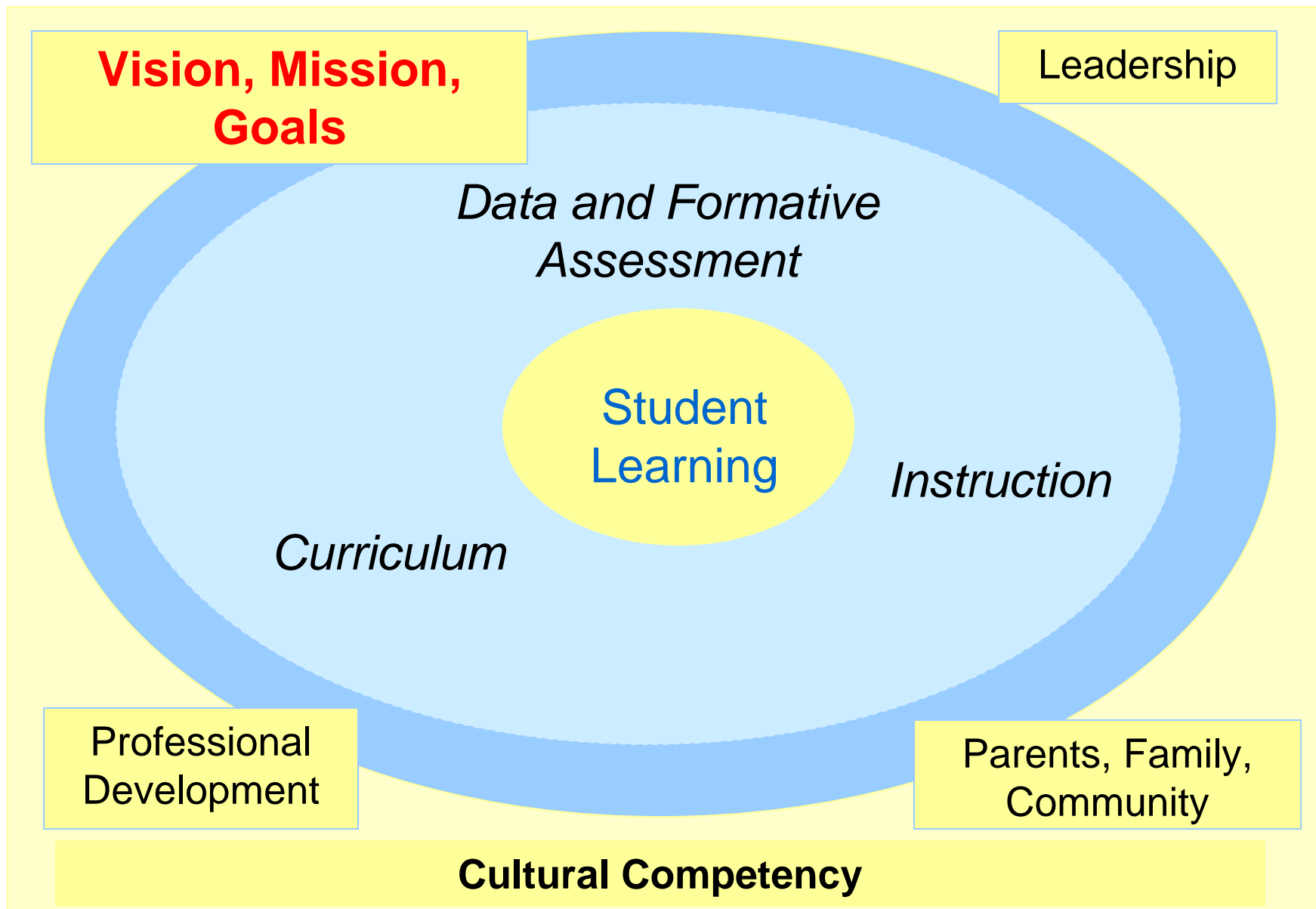
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Curriculum

- Aligned to the state standards
- Aligned within the grade levels across the schools
- Aligned across grade levels
- Rigorous
- Taught



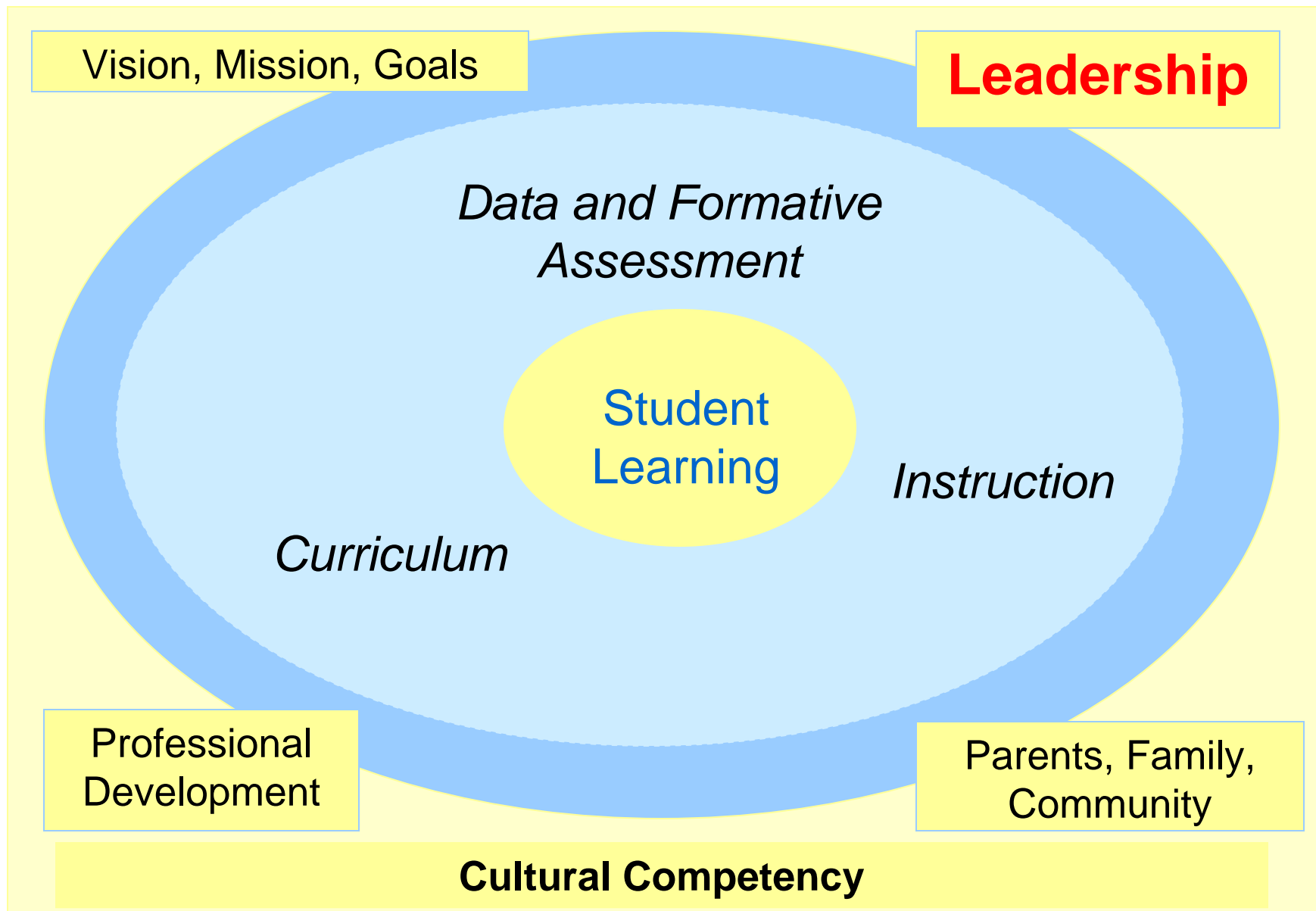




Vision, Mission, Goals

- Is focused on student learning
- Holds high expectation for all students
- Is truly believed by teachers and staff
- District office assumes responsibility for all schools' successes

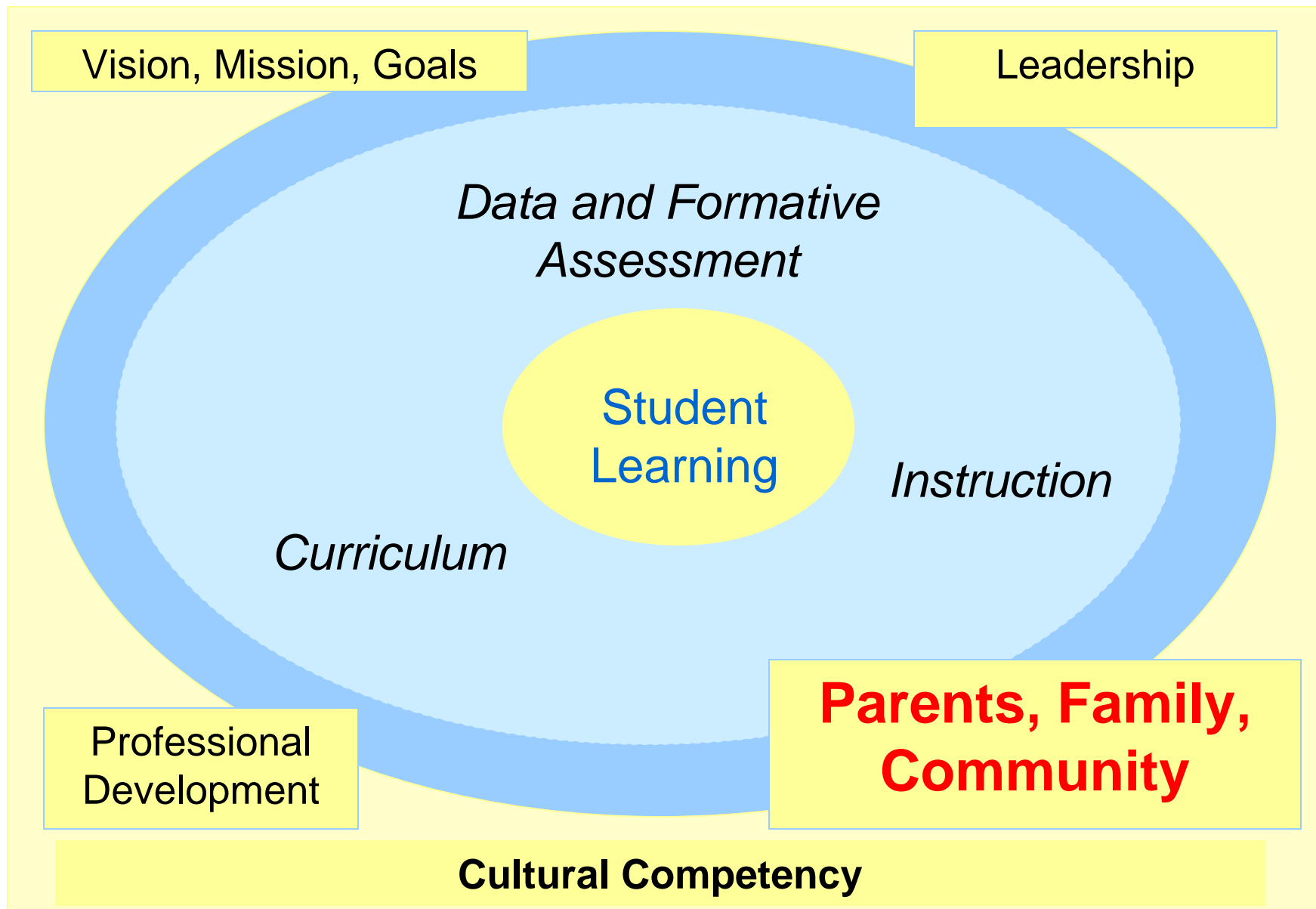




Leadership

- Student achievement is highest priority
- District-level leadership
 - Supports principals in professional development
 - Focus on shared, instructional leadership
- School-level leadership
 - Is shared
 - Is instructionally focused





Parents, Family & Community

- Engage in holding high expectations for children
- Provide training in how to support children's learning
- Effectively communicate



Cultural Competency

Vision,
Mission,
Goals

Leadership

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Cultural Competency

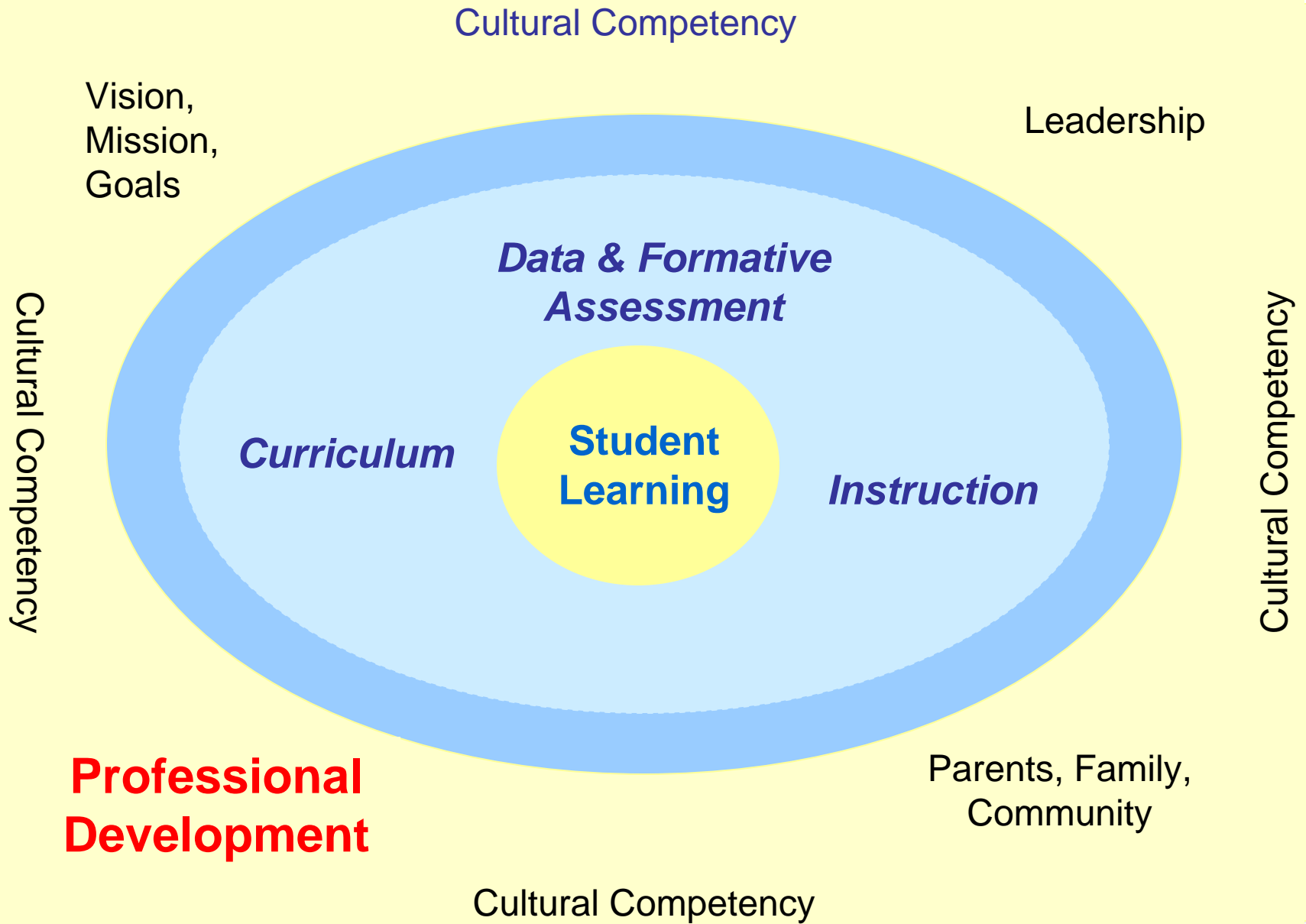
- Ability to provide instruction, curriculum, assessments, and learning environments

- Culturally appropriate
- Linguistically appropriate
- Engaging

For student's
race, ethnicity,
home language,
or social class

-
- For their parents and their community: Appropriate communication styles and languages





Professional Development

Effective, high-quality PD is

- Long-term
 - Intensive
- Content-based
- Instruction-focused
- Classroom-based
- Collegial – Collaborative



Vision, Mission, Goals

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Cultural Competency



Theory of Action

1. A set of beliefs
2. Based on the research and best practices
3. Components
 - a. High quality
 - b. With consistency & fidelity
 - c. In all schools
 - d. Struggling student groups.

District Support

IDOE Support



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Activity # 3 How Does Our District Support Our Schools?

- Using the Theory or Action, page 11
- Self-Assessment, pages 13-16
- *30 minutes*



Knowing Our Students

- *Workbook: Section III, pages 17-26*



Making Decisions Using Data

Types of Data

- Perception
- Demographic
- Summative assessment
- Formative assessment

Importance of the Quality of the Data



Activity #5: Which data sources will tell us about our struggling students? - pages 19-22

Activity #6: What can we learn about our struggling students? - pages 23-26

➤ *60 minutes*



12:15-1:00



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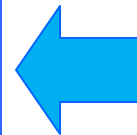
Section I. NCLB and Districts
in Improvement



Section II. High-poverty,
High-performing Districts



Section III. Knowing
Our Students



Our Curriculum,
Instruction, and
Assessments



Activity #7: Examining our curriculum: Do we have one? – page 27

➤ *10 minutes*

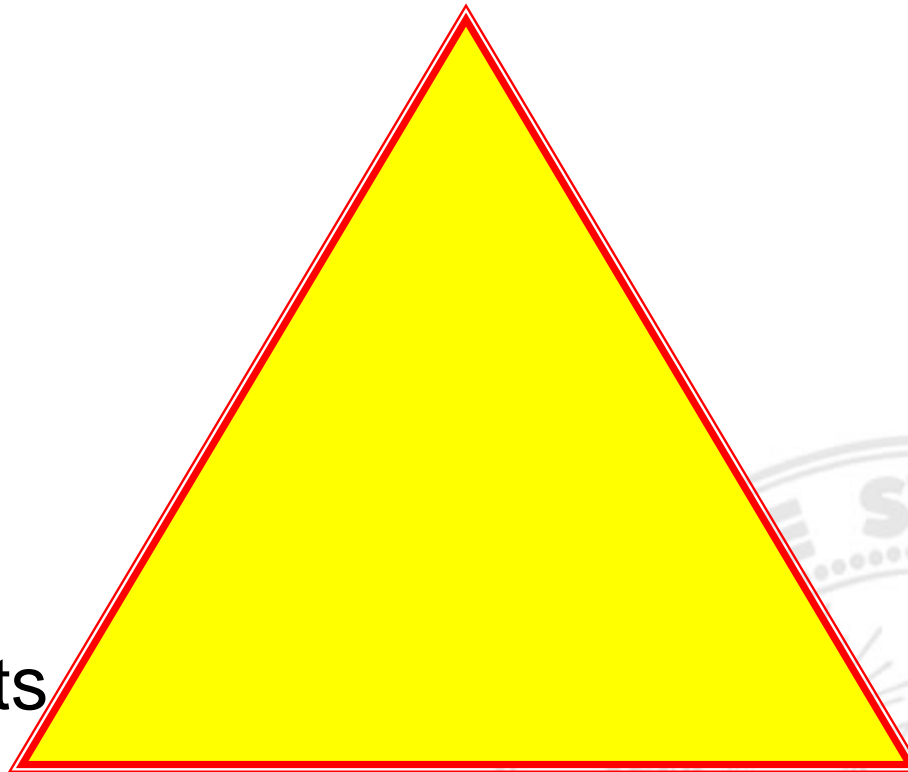


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Curriculum

Formative
Assessments

Instruction



Benefits of Curriculum

Students transfer among our schools.

Curriculum: agreed upon which skills taught when.

Identical standards across years – no rigor.

Curriculum: “unpack” standards, determine sub-skills; discuss across grade levels.

Don’t know where or why a student struggles with concept/standard.

Curriculum: includes formative assessments.



Benefits of Curriculum, *Continued*

Instructional practices are weak.

Curriculum: grade level learning communities; share student work, review data; analyze successful practices.

Skills taught don't match ISTEP+ questions.

Curriculum: search and sort for standards, topics; find gaps and redundancies.



Curriculum Resources

1. “Tools for Mapping and Aligning the Curriculum”
2. “Districts in Improvement Year 3: Online Appendix”

http://www.doe.state.in.us/Title/improvement_corrective_action.html



Curriculum

Formative
Assessments

Instruction



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Instruction Resources

1. **Workbook**, pages 32-33

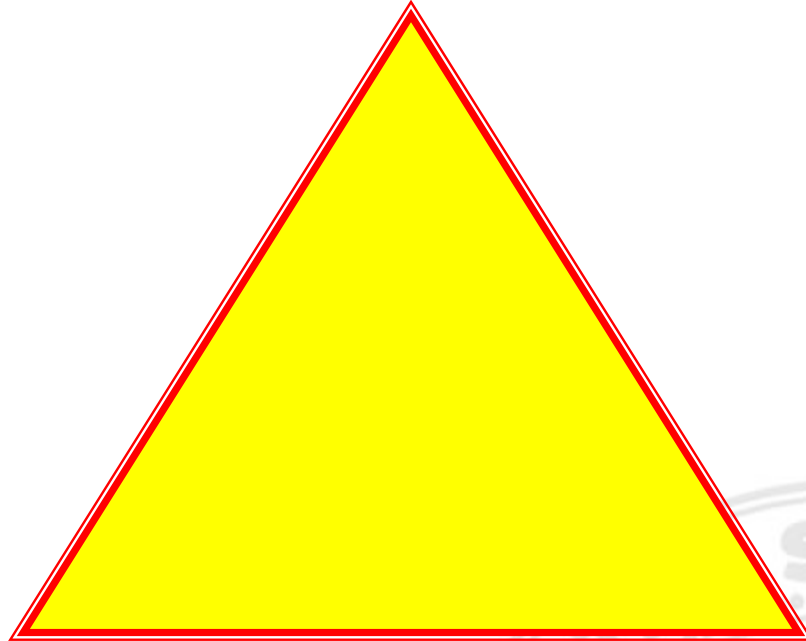
- Instruction: *Students from Poverty*
- Instruction: *Students with Disabilities*
- Instruction: *Students learning English*

2. **Year 1: Online Appendix**

- Questions to Ask: Student Subgroups
 - Students With Disabilities
 - Black
 - Limited English Proficient
 - Free Lunch



Curriculum



Instruction

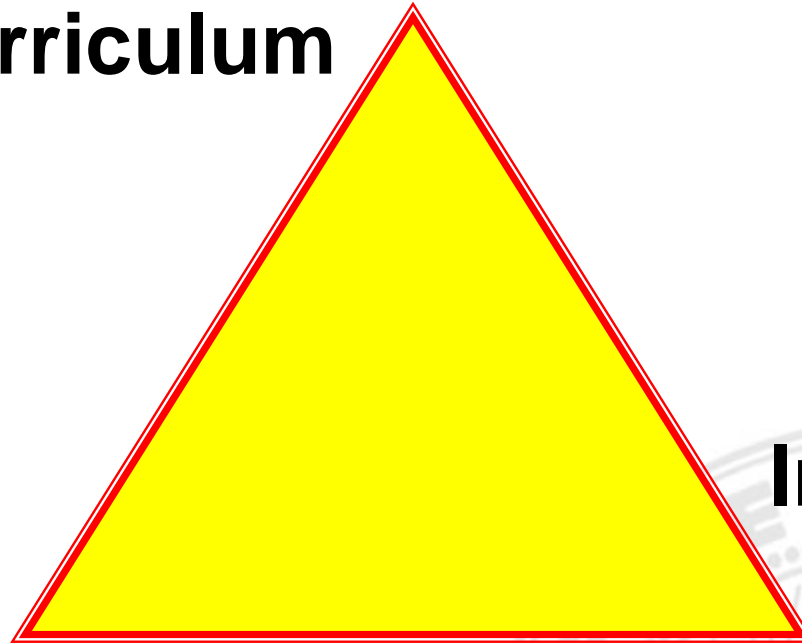
**Formative
Assessments**



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Q and A

Curriculum



Instruction

**Formative
Assessments**



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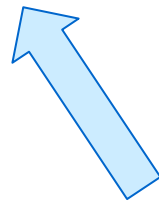
Section II. High-poverty,
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Section III. Knowing
Our Students



Section IV. Our Curriculum,
Instruction, and Assessments



Developing an Improvement/ Action Plan



Developing a Plan

The What of the Plan:

- A plan
- With specific components and answers to certain questions
- Three months after identification

The How of the Plan:

- Decision Tree Process
- Supported through templates and a sample



Developing a Plan – Getting Started

1. *Workbook as a Support*

- Page 39: Steps of Using a Decision Tree
- Pages 40-45: Template that include all the required components of the plan.
 - Note “Additional Requirements, pg. 44
 - Pages 46-50: Sample Plan

2. *Skilled Facilitator as a Support*

3. *Research-Best Practices as a Support*



Break - 10 minutes



Developing a Plan – Getting Started

- ◆ With facilitator until 2:55
-

- ◆ Team works alone 2:55-3:10

Consider:

- Who needs to be included?
- When will this occur?
- Who will lead parts of the process?
- What data and other resources need to be obtained?
- How will we create buy-in in implementing the plan?



Who

needs to know about this?



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Our New Plan for Student Learning!

Administrators

Teachers and Staff

Unions

Parents

Community

Media

Others



Keep in Mind

1. Plan is due end of September to IDOE, Title I.
2. Review your curriculum now and consider starting to develop a new one!
3. Significant changes need to occur in your C-I-A if student learning is to improve.



Contact Information:

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Please complete an evaluation.

Thank you!

